

Center for Bioethics and Humanities

The mission of the Center for Bioethics and Humanities is to advance the awareness, discussion, and scholarly understanding of bioethics and the humanities as they relate to health care at SUNY Upstate Medical University. The Center's activities include educational programs, research, and clinical consultation. Required and elective courses in bioethics and humanities are available to students in the College of Medicine, College of Graduate Studies, College of Nursing, and College of Health Professions; students from all Colleges can take electives in bioethics and the medical humanities through the Consortium for Culture and Medicine.

College of Medicine

MPOM 101 PRACTICE OF MEDICINE — 8 CREDITS. This interdepartmental course on the practice of medicine for first-year students includes a component on "Ethical, Legal, and Social Issues in Medicine."

ELSIM helps students:

- understand the complexities and dynamics of the patient-physician relationship;
- understand how culture, race, socioeconomic status, and the law influence patient care and decision making;
- recognize the psychological, social, and economic impact of illness on patients and their families;
- recognize common ethical dilemmas in clinical medicine and know the accepted theories and principles that serve as the basis for ethical resolution of such matters;
- recognize the value of the humanities in contributing to a better understanding of the practice of medicine.

The format includes large group sessions, required readings, and small group sessions.

CBHX 2400 BIOETHICS AT THE BEDSIDE — 1 CREDIT. The goal of this required bioethics course is to improve the student's ability to identify and analyze common ethical issues in health care. Using a case-based approach and presented concurrently with the clinical clerkships, this course focuses on identifying and addressing ethical conflicts, and developing understanding of the legal consensus and moral arguments about common bioethical issues.

CBHX 2403 CREATIVE WRITING FOR CLINICIANS — 2 CREDITS. Physicians have intimate experience with life and death, acquiring a unique perspective on the human experience. Given this, medical narratives are an important means of communication for physicians and patients. This intensive writing workshop helps medical students record their experiences through journal, memoir, and story, both for their own benefit and for that of the public.

CBHX 2493 CLINICAL ETHICS ELECTIVE — 3 CREDITS. This elective introduces students to the practices, policies, and theories associated with Ethics Committees; the conduct of ethics consultation; and the discussion of ethical problems in health care settings. Students

attend meetings of the University, Crouse, and St. Joseph's Hospital Ethics Committees, observe and participate in ethics consultations with senior consultants, participate in ethics forums, read and discuss the literature of clinical ethics, and prepare a short paper on a topic in clinical ethics. Upon completion of the course, students will know the principles of clinical bioethics and understand how they are applied in the conduct of clinical ethics consultations, be able to participate in meetings of hospital ethics committees, and be acquainted with the basic literature of contemporary medical ethics.

CBHX 2404 INTRO TO MEDICAL CREATIVE WRITING 1 CREDIT Introduction to Medical Creative Writing is a one-week intensive writing workshop. Students will read other physician-writers' works and then begin an extended piece of their own. Patient narratives, narrative competence, and medical humanities are all terms increasingly used when talking about ways to improve physician-patient interactions and satisfaction. In this introductory course, we will explore how and why writing can illuminate medicine and increase a physician's observations, making him/her more aware of the patient's needs. Spring—the week after classes end for MSI students.

CBHX 2492 SELECTED RESEARCH TOPICS IN THE CULTURAL FOUNDATIONS OF MEDICINE — 6 CREDITS. The purpose of this elective is to provide students with an opportunity to discover more about medical theory and practice from the standpoint of one of the humanities (e.g., philosophy, ethics, history, literature), the social sciences (e.g., economics, political science, sociology), the law, or the fine arts. Prior training in the relevant discipline or art is required. A detailed plan of study must be submitted to the director of this elective and arrangements for approved faculty supervision must be completed at least eight weeks in advance of the period in which the student wishes to take this course.

College of Graduate Studies

Course #GS 603 RESPONSIBLE CONDUCT OF SCIENTIFIC RESEARCH — 2 CREDITS. This required course, using a case-based format, short didactic presentations, and in-class exercises, endeavors to help entering PhD students:

- improve their moral reasoning skills in the context of scientific research;
- deepen their understanding of the professional norms of science; and
- gain an understanding of the regulatory framework and ethical principles governing biomedical research.

Course topics include an introduction to scientific and moral reasoning, discussions of authorship, plagiarism, mentoring, intellectual property, conflicts of interest, the regulatory frameworks governing the use of animals and humans in research, and an in-depth look at ethical issues in genetic and stem cell research.

College of Nursing

CBHX 320/520 HEALTH CARE ETHICS — 3 CREDITS. The course applies ethical theories and principles to contemporary health care dilemmas. Students learn how ethical principles – such as autonomy, confidentiality, truth-telling, justice, beneficence, nonmaleficence, and informed consent – can be used to resolve particular ethical issues and specific cases, i.e. end of life, the allocation of health care, privacy, reproductive rights, testing and screening, biomedical research, and professional conduct. The course emphasizes critical thinking, case-based analysis, ethical decision-making and problem-solving.

CBHX 450/650 CREATIVE WRITING IN THE HEALTH SCIENCES — 3 CREDITS. Class workshops concentrate on the writing of first person narratives, memoirs, poetry, vignettes, creative essays, plays. Encourages practitioners, students, clinicians to experience the therapeutic power of writing and to see themselves as writers. We generate a body of written work; we also explore publishing opportunities.

CBHX 408/608 MEDICINE IN LITERATURE — 3 CREDITS. The relationship between literature and medicine will be explored through the study of novels, short stories, and essays about medical situations, characters, and themes. Thematic areas to be examined include bioethics in literature; the hospital as environment; relationships between health care workers and patients; illness as metaphor and as reality. Discussion on what writers are communicating and how they do so will emphasize characterization, setting, tone, and point of view.

CBHX 420/620 PSYCHOLOGY OF HEALTH AND WELL-BEING — 3 CREDITS. Conceptions of health and well-being are explored from a psychological perspective. Topics include perspectives on health over the life-course; stress, emotions, illness, and stress management; coping with adversity; and implementing strategies for therapeutic change.

College of Health Professions

CBHX 320/520 HEALTH CARE ETHICS — 3 CREDITS. The course applies ethical theories and principles to contemporary health care dilemmas. Students learn how ethical principles – such as autonomy, confidentiality, truth-telling, justice, beneficence, nonmaleficence, and informed consent – can be used to resolve particular ethical issues and specific cases, i.e. end of life, the allocation of health care, privacy, reproductive rights, testing and screening, biomedical research, and professional conduct. The course emphasizes critical thinking, case-based analysis, ethical decision-making and problem-solving.

Consortium for Culture and Medicine (CCM)

The Consortium for Culture and Medicine (CCM), established in 1978, is a cooperative educational program sponsored by Upstate Medical University, LeMoyne College, and Syracuse University. CCM offers courses that explore the impact of culture, society, law, and economics on medicine and health care. The courses are taught by faculty representing various disciplines from the three institutions and are open to upper division undergraduates, graduate students, faculty, and members of the public. Questions about CCM courses may be directed to: Dr. Peg Braungart in the Center for Bioethics and Humanities at 315-464-8454.

CCFM 402 (MED 1402; GRAD 64) ETHICS AND THE HEALTH PROFESSIONS - 3 CREDIT HOURS. This course examines the origins and use of ethical theories in the clinical, professional, organizational, and political-economic fields of action in health care. Specific issues presented in the context of case studies illuminate the several fields. These issues include assisted suicide, professional codes of ethics, the ethics of "cost-cutting," and justice with respect to care. (Fall)

CCFM 402 (MED 1402; GRAD 640) ETHICS AND THE HEALTH PROFESSIONS - 3 CREDIT HOURS. This course examines the use of ethical theories and standards by health care professionals. Specific issues presented in the context of case studies illuminate different types of ethical dilemmas and alternative ways of handling them morally. Issues include euthanasia, assisted suicide, truth-telling, confidentiality, research ethics, abortion, genetic counseling, surrogate motherhood, the uses of new reproductive technologies, and justice with respect to care. (Spring)

CCFM 403 (MED 1403; GRAD 640) HEALING PRACTICES — 3 CREDIT HOURS. Covers therapies, issues, and problems in bioethics and a variety of medical practices, with the premise that contemporary healing practices comprise a heterogeneous range of approaches to health, illness, and therapy. A range of conventional and unconventional beliefs and health practices is examined. Discussions focus on allopathic medicine, the rules and principles of biomedical ethics, forms of alternative or complementary medicine, and spiritual healing.

CCFM 405 (GRAD 6405; MED 1405) DYING AND DEATH IN AMERICAN LITERATURE — 3 CREDIT HOURS. The course will examine American attitudes and responses toward the end of life through the perspective of American fiction, non-fiction, poetry, and film. We will explore how Americans deal with progressive, incurable disease, terminal illness, death, and bereavement. Students will analyze readings as well as keep a journal documenting their responses toward the literature and class discussion.

CCFM 406 (GRAD 6406; MED 1406) LEADING CHANGE IN HEALTH CARE — 3 CREDIT HOURS. Today's healthcare environment, both its delivery systems and its reimbursement systems, are in flux. In addition to these systems, the relationships among the key participants are changing and becoming more interdependent. In many ways, healthcare is transitioning from a supply-driven to a demand-driven market. The key participants - clinicians, managers and patients encounter these changes from multiple perspectives. Healthcare needs leaders who understand these multiple perspectives and can shepherd it through this transition.

CCFM 408 AIDS IN AMERICAN LITERATURE - 3 CREDIT HOURS. This course will examine attitudes (cultural, national, professional, medical, personal) towards those who have HIV/AIDS. The literature will present a combination of fictional and real characters; through their lives we follow the progression of the disease from its initial incarnation as mysterious, frightening curse to its current status as a chronic illness that can be managed with proper treatment and medication. We will explore the ethical dilemmas AIDS brought to the forefront of medicine, law, and politics and analyze today's responses with those in the first days of the epidemic.

CCFM 409 HISTORY OF PUBLIC HEALTH IN AMERICA - 3 CREDIT HOURS. This course will analyze the changes, and crises, in public health in the United States in the 19th and 20th centuries. After establishing the realities of medicine in the 19th century, we will examine episodes that helped shape our national sensibility about public health. From the treatment of Bubonic plague in San Francisco (1906) to scientific study in Tuskegee, Macon County, Alabama (1932-1972), from germ theory to AIDS, students will learn about successes and failures in public health. Mistakes and accomplishments in the past can serve as useful tools for those who will shape the future of our health and health care.

CCFM 411 REPRESENTATIONS OF THE NURSE IN LITERATURE, FILM, AND TELEVISION - 3 CREDIT HOURS. How the nurse has been represented historically in literature, film and television is explored, focusing specifically at the relationships among images of nurses, ideologies of nursing, and the practice of nursing. Representations of nursing in late nineteenth-century and twentieth-century texts are examined in relation to larger class and gender issues, including the ways in which the nurse threatened traditional notions of women. The social contexts of representations of nurses in late twentieth-century culture are analyzed, from Nurse Ratched in *One Flew Over the Cuckoo's Nest* to the gay male nurse Belize in *Angels in America*, and stereotypes and iconoclastic figures are identified. Focusing on more recent literature, film, and television, the figure of the nurse is considered in relation to contemporary concerns about the nursing profession, such as the relationship between nurses and physicians, the economy of the hospital and health care, and the nursing shortage.

CCFM 423 (GRAD 6423; MED 1423) MEDICINE IN LITERATURE AND FILM — 3 CREDIT HOURS. The relationships between artistic creators and medicine will be explored through the study of novels, film, short stories, and essays about medical situations, characters and themes. Thematic areas to be examined include the responsibility of medical research; the hospital as environment; relationships between health care workers and patients; illness as metaphor and as reality; and the experience of disease. Discussion on what writers/directors are communicating and how they do so will emphasize characterization, setting, tone, and point of view.

CCFM 425 (Grad 6425; MED 1425) STAGES OF LIFE AND HEALTH CARE — 3 CREDIT HOURS. Psychosocial aspects of health care delivery and ethical decision making are explored for each of the seven stages of life, including infancy, early childhood, childhood, adolescence, young adulthood, middle age, and older adulthood. Pre-Requisite: 3 credits in Psychology.

CCFM 426 (MED 1426; GRAD 6426) GLOBAL HEALTH AND ETHICS — 3 CREDIT HOURS. This course involves a careful examination of ethical issues in global and international health. The course focuses critical attention on ethical issues about trade in human organs, cultural practices that harm health, human migration, infectious diseases (like HIV and SARS), research conducted in low-income countries, drug pricing, health inequalities between countries, malnutrition, globalization, international civil society, and service abroad. To deal with these issues, the readings and lectures will develop ideas about respect, autonomy, community, need, responsibility, ethical relativism, human rights, and global justice.

CCFM 427 FIRST PERSON: NARRATIVES OF ILLNESS, DIABILITY AND IDENTITY - 3 CREDIT HOURS. This course explores first-person narratives of illness and disability, especially in light of other forms of social difference, such as gender, sexuality, ethnicity, and class. Using tools of literary analysis and cultural criticism, students come together from a variety of disciplines and backgrounds to examine the experiences of writers with AIDS, autism, cancer, hepatitis, and multiple sclerosis. Students consider ethical and social issues such as doctor/patient relationships, caregiver relations, questions of control, authority, appearance, and "normalcy" and the role of empathy and emotion in medicine and healing.

CCFM 451 (MED 1451; GRAD 6451) CULTURE AND MENTAL DISORDER — 3 CREDIT HOURS. Psychological and cultural determinants of mental disorders are examined with special emphasis on authors who portray mental disorders as social roles, such as Goffman, Szasz, Scheff, and Laing. Phenomenological perspective will be used to study personal accounts of mental illness from a variety of societies: East African, Mexican, Hutterite and Chinese. Finally, a transculturally valid model of psychosis is offered, combining social and biogenetic theories of mental disorders.

CCFM 452 (MED 1452; GRAD 6452) MEDICAL ANTHROPOLOGY — 3 CREDIT HOURS. The fundamental tenets of health care delivery are analyzed and the concepts of "health", "illness", "patient", "cure", and "efficiency" are explored. Western medical practices are compared to practices in other cultures; implicit premises and deficiencies in western medicine are highlighted. Topics include analysis of status and roles in hospitals; socialization into the culture of medicine; magical curing; economic barriers to better health care; problems introducing western medicine into alien cultures; and the patient's role.

CCFM 461 (MED 1461, GRAD 6461) COMPARATIVE MEDICAL CARE SYSTEMS: ECONOMIC DIMENSIONS — 3 CREDIT HOURS. Economic problems, issues, and characteristics common to all health care systems are studied, such as the economic character of medical care and its relationship to life and death; the role of behavior of physicians, hospitals, and others; and the control of costs. Several medical care systems are examined, including a market-and-insurance based system, a centrally budgeted national health service, and a medical care system in a socialist-type economy.

CCFM 471 (MED 1471; GRAD 6471) MEDICAL SOCIAL PSYCHOLOGY — 3 CREDIT HOURS. Applications of social psychology to medicine are investigated with emphasis on a social psychological analysis of "patient noncompliance." The patient is viewed as a decision-maker who decides if he/she is ill, whether to visit a physician, and whether or not to follow a doctor's orders. The social and psychological factors that affect these decisions are studied. Topics include health care as an interpersonal process; the relationship between patients' beliefs and behaviors; and the role of physicians as agents of persuasion.

CCFM 484 (GRAD 6484; MED 1484) HEALTH CARE POLICY — 3 CREDIT HOURS. The course surveys the organization of public and private health care services in the U.S., and the current trend in health care delivery. Emphasis is on legislative and public policy programs for the health care of diverse populations across the life cycle. Projections for future professional roles will be discussed in view of past governmental support of health care services

CCFM "2 (MED 1462; GRAD 6462) REFORMING THE U.S. HEALTH CARE SYSTEM — 3 CREDIT HOURS. Focuses on proposals for reform of the U.S. health care system and on problems that prompted these proposals. The structure of the U.S. health care system and features common to all health care systems are studied. Student groups examine and report on reform plans, choosing from such schemes as "play-or-pay", the Bush tax credit proposal, single payer systems, expansion of Medicare, and the Canadian and German systems.

MED 1407; GRAD 6407 BIOETHICS AND THE LAW – 3 CREDIT HOURS. Bioethics and the law studies the challenging questions that occur in the intersection of law, medicine, and ethics. A focus of this course will be on examining key cases which reflect or have shaped the ethical, legal, and often societal consensus, as well as instances in which the law falls short of ethical norms. This seminar course is open to medical, graduate nursing and law students. Basic introductory sessions on the law (for medical and law students) and clinical medicine (for law students) will start the course, as well as joint presentations on ethical theory. Topics include ethical issues surrounding pregnancy, assisted-reproductive technologies, genetics, organ transplants, refusal, refusal of treatment, based on religious or cross-cultural differences, clinical research, futile treatment, medical decisions, at the end-of-life, and physician assisted dying. Pre-requisites: Medicine: completion of ELSIM; Nursing: completion of BSN and prior health care ethics course; SU College of Law; completion of first year courses.

MED 1410; GRAD 6410 INTERDISCIPLINARY APPROACHES TO AGING ISSUES — 3 CREDIT HOURS. This course will bring together students, faculty, and guests from multiple disciplines to explore interdisciplinary approaches to serving the needs of older adults. Each class will be devoted to a discrete topic ranging from end-of-life care, to driving cessation, to surrogate decision-making, to elder abuse. Students will be offered reading from multiple disciplines relating to the topic of the week and one or two case studies to consider in advance of class. Class time will be devoted in large part to an interactive discussion of the case study or studies of the week. The aim of the course is for students to learn how other disciplines might approach problems they encounter in their work with seniors, what other resources are available to assist them in their work with seniors, and how to work in a truly interdisciplinary manner with professionals from multiple disciplines.